



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6315 W Port au Prince, Glendale, AZ 85306

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Leslie Siegel
Schedule : 8:00 AM to 4:00 PM
Grades : Pre-K-8
2004 Enrollment : 745
Web Address : peoriaud.k12.az.us/pioneer
Phone Number : (623) 412-4550
Fax Number : (623) 412-4561
E-mail : lsiegel@peoriaud.k12.az.us

Mission

The Pioneer staff believes that each child is unique and capable of success in a changing global society through the cooperative efforts of parents/community, staff and students.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Pioneer Elementary will increase student achievement for the 2004-2005 school year in reading, language and math.
- ü Pioneer Elementary will continue to expand the use of technology as a tool for the instruction provided to students.
- ü Pioneer Elementary will provide a safe and orderly environment for students and staff to teach, learn and focus on academics and student growth.

Enrollment

October 1, 2003 School Year Student Enrollment : 787
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 82

Instructional Programs

- Ü On-site Special Education
- Ü English Acquisition Services
- Ü Gifted (Project Ideal)
- Ü PAL
- Ü Kindergarten Enrichment

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and opportunities to learn. We provide safe, attractive school campuses. Schools invite and maintain high parent involvement.

Parents

Parents take an active role as partners with the school and work collaboratively with staff to educate students. Parents support attendance, completion of homework, model a positive attitude toward learning, activities, and display respect for rules.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but are beyond one mile of Pioneer Elementary School. Additionally, transportation services are provided for special education students per IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Silver Apple Award	2003
Ü North Central Association Candidacy Status	1996
Ü North Central Association Accreditation	1998
Ü Top 10 School - Phoenix Magazine	1999

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2724	75509	100	100	100	558	529	521	8	8	13	23	21	23	23	35	33	46	35	31
All Students (Prior Year)	91	2731	75372	100	100	100	552	529	523	3	5	9	18	23	25	33	41	36	46	31	30
Female	40	1318	37013	100	100	100	554	529	522	8	8	12	24	22	24	24	36	33	45	34	31
Male	41	1406	38430	100	100	99	561	530	521	9	9	14	21	21	22	21	35	33	48	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	12	582	30486	100	100	99	594	514	505	13	12	18	13	30	29	13	33	32	63	25	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	542	549	NC	7	5	NC	11	13	NC	36	33	NC	46	50
American Indian/Alaskan Native	NC	32	4075	NC	100	100	NC	512	486	NC	14	28	NC	32	34	NC	21	26	NC	32	12
White	61	1886	35192	100	100	99	555	534	534	9	7	8	21	19	19	25	37	35	46	38	39
Students with Disabilities	20	438	9708	100	100	100	523	506	489	14	20	32	29	27	27	21	32	24	36	22	17
Students without Disabilities	61	2286	65801	94	98	98	566	533	525	7	7	11	21	21	23	23	36	34	49	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	33	693	36411				546	509	503	7	14	19	22	31	29	26	34	32	44	21	20
Non-Economically Disadvantaged	48	2031	39040				565	535	534	9	6	8	23	19	19	20	36	34	48	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2724	75492	100	100	100	550	525	519	4	7	12	14	15	16	44	51	47	38	27	24
All Students (Prior Year)	88	2716	75221	100	99	100	554	526	523	3	5	8	7	15	16	51	60	56	40	20	21
Female	40	1319	37014	100	100	100	553	528	523	3	6	10	11	13	15	47	50	48	39	30	27
Male	41	1405	38400	100	100	99	547	522	516	6	8	14	18	17	17	41	52	47	35	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	12	582	30438	100	100	99	580	516	508	0	10	17	13	21	21	25	52	47	63	17	15
Asian/Pacific Islander	NC	70	1773	NC	100	98	NC	529	534	NC	5	4	NC	11	10	NC	52	50	NC	32	36
American Indian/Alaskan Native	NC	32	4081	NC	100	100	NC	511	498	NC	14	25	NC	18	26	NC	61	40	NC	7	8
White	61	1887	35177	100	100	99	547	528	528	3	6	8	14	13	13	48	50	49	34	30	31
Students with Disabilities	20	439	9707	100	100	100	523	508	495	7	17	33	27	23	21	40	43	33	27	17	13
Students without Disabilities	61	2285	65785	94	98	98	557	527	522	4	6	10	11	14	16	46	52	49	40	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	33	692	36302				541	514	507	4	12	18	18	22	21	54	51	46	25	15	14
Non-Economically Disadvantaged	48	2032	39164				556	528	528	5	6	8	11	13	13	39	51	48	45	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	2706	75053	100	100	99	567	603	597	7	5	7	13	10	12	80	78	72	0	7	9
All Students (Prior Year)	89	2701	73654	100	99	99	548	533	530	1	5	9	4	11	13	81	78	70	14	6	7
Female	40	1310	36872	100	99	99	584	624	621	0	3	5	11	7	9	89	81	74	0	10	12
Male	41	1396	38109	100	100	99	550	583	573	13	6	10	16	13	14	71	76	69	0	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	12	578	30235	100	99	98	604	594	575	11	5	9	11	13	14	78	74	70	0	8	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	605	651	NC	5	3	NC	9	5	NC	75	72	NC	11	19
American Indian/Alaskan Native	NC	31	4044	NC	97	99	NC	570	550	NC	7	13	NC	11	17	NC	78	66	NC	4	4
White	61	1876	35028	100	100	99	570	609	613	3	4	6	13	9	10	83	80	73	0	8	11
Students with Disabilities	20	433	9625	100	100	100	526	554	530	21	10	21	21	16	21	58	71	55	0	3	4
Students without Disabilities	61	2273	65428	94	97	98	581	610	604	2	4	6	11	9	11	88	79	73	0	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	33	687	36077				535	572	566	7	8	10	23	12	16	70	77	69	0	3	5
Non-Economically Disadvantaged	48	2019	38950				588	612	618	7	4	5	7	9	9	87	79	73	0	9	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2855	76019	100	100	100	496	503	499	12	9	14	41	39	39	13	16	14	34	35	33
All Students (Prior Year)	104	2885	76230	100	100	100	498	508	498	9	6	12	47	37	38	9	13	12	35	45	37
Female	43	1384	37207	100	100	100	494	504	499	11	8	12	44	40	41	17	18	14	28	34	33
Male	53	1469	38677	100	100	100	498	502	498	13	11	15	38	39	38	10	15	13	40	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	10	590	29458	100	100	100	467	487	480	17	15	20	67	47	48	17	14	12	0	24	20
Asian/Pacific Islander	--	80	1673	--	100	99	--	524	531	--	4	4	--	27	29	--	20	14	--	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	80	2018	35880	100	100	100	501	507	515	11	8	7	38	37	32	14	17	16	38	38	45
Students with Disabilities	25	385	9786	100	100	100	468	465	457	14	30	39	71	47	40	0	7	7	14	16	13
Students without Disabilities	71	2470	66233	100	99	99	499	507	503	12	7	11	38	39	39	14	17	14	36	37	35
Limited English Proficient Students	NC	173	15206	NC	100	100	NC	454	459	NC	33	31	NC	53	53	NC	2	7	NC	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	30	700	35714				468	482	480	28	18	20	33	47	47	17	14	12	22	21	20
Non-Economically Disadvantaged	66	2155	40266				505	509	513	7	7	9	43	37	33	12	17	15	38	39	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2851	76020	100	100	100	507	506	503	20	18	25	15	22	23	53	45	40	12	14	12
All Students (Prior Year)	102	2864	76202	100	99	100	509	508	505	12	13	19	21	23	24	55	52	46	12	13	11
Female	43	1384	37213	100	100	100	508	509	504	25	16	22	8	21	23	56	48	42	11	15	13
Male	53	1465	38666	100	100	100	505	503	501	15	21	29	21	23	22	51	42	38	13	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	10	589	29442	100	100	99	500	501	494	17	27	37	17	25	26	67	40	31	0	8	6
Asian/Pacific Islander	--	80	1672	--	100	99	--	514	513	--	11	12	--	20	19	--	49	49	--	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	80	2014	35890	100	100	100	508	508	511	18	16	15	14	22	20	55	46	48	12	16	18
Students with Disabilities	25	383	9784	100	100	100	492	489	485	50	47	58	0	24	19	50	21	19	0	7	4
Students without Disabilities	71	2468	66236	100	98	99	508	508	504	17	15	23	16	22	23	54	47	42	13	15	13
Limited English Proficient Students	NC	173	15198	NC	100	100	NC	481	483	NC	59	59	NC	27	25	NC	14	14	NC	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	30	700	35703				495	498	494	41	31	37	12	27	26	41	35	31	6	7	6
Non-Economically Disadvantaged	66	2151	40274				510	508	509	14	15	17	16	21	20	57	47	47	14	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2854	75673	100	100	100	533	544	530	5	8	12	24	22	25	68	66	58	3	4	4
All Students (Prior Year)	101	2862	74692	100	99	99	502	513	502	13	10	18	32	26	27	49	56	47	5	9	8
Female	43	1384	37099	100	100	100	543	563	548	5	4	8	16	19	22	76	71	64	3	5	6
Male	53	1468	38441	100	100	99	523	527	513	5	12	16	32	24	29	59	60	52	3	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	10	590	29305	100	100	99	493	528	507	14	10	16	43	27	31	43	59	51	0	3	2
Asian/Pacific Islander	--	80	1665	--	100	99	--	565	573	--	7	6	--	17	16	--	68	67	--	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	80	2016	35760	100	100	99	538	549	550	5	8	9	22	20	21	71	67	64	3	5	6
Students with Disabilities	25	383	9706	100	100	100	451	485	462	33	26	36	33	32	32	33	40	31	0	2	1
Students without Disabilities	71	2471	65967	100	99	99	540	551	536	3	7	10	23	21	25	71	68	60	3	5	5
Limited English Proficient Students	NC	173	15115	NC	100	100	NC	483	471	NC	19	26	NC	37	38	NC	44	35	NC	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	30	701	35541				516	523	504	6	14	17	39	23	31	56	61	50	0	2	2
Non-Economically Disadvantaged	66	2153	40091				539	551	550	5	7	9	19	21	21	72	67	64	4	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	3176	75001	100	100	99	460	476	468	38	27	37	40	43	36	17	21	16	5	10	10
All Students (Prior Year)	91	2987	71167	96	99	99	460	468	463	44	32	38	39	47	41	13	15	14	5	6	7
Female	49	1568	36846	100	100	99	462	476	468	31	25	36	49	46	38	18	20	16	2	9	10
Male	41	1600	37974	100	100	99	458	476	467	46	29	39	31	39	34	15	21	16	8	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	14	634	26675	100	100	98	446	462	448	42	37	52	50	42	34	8	15	10	0	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	NC	37	4731	NC	90	98	NC	463	438	NC	38	61	NC	41	30	NC	18	7	NC	3	2
White	70	2237	37785	100	100	99	462	480	482	37	24	25	40	43	39	19	22	21	3	11	15
Students with Disabilities	NC	359	8802	NC	100	100	NC	425	418	NC	74	79	NC	22	16	NC	4	3	NC	1	1
Students without Disabilities	86	2817	66199	100	99	99	460	480	472	38	23	34	40	44	38	17	22	17	5	10	11
Limited English Proficient Students	NC	122	11710	NC	100	100	NC	420	429	NC	72	70	NC	28	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	20	628	29814				452	458	448	47	41	53	35	39	33	12	14	10	6	5	4
Non-Economically Disadvantaged	70	2548	45170				463	480	479	36	24	28	42	43	38	18	22	20	4	11	14

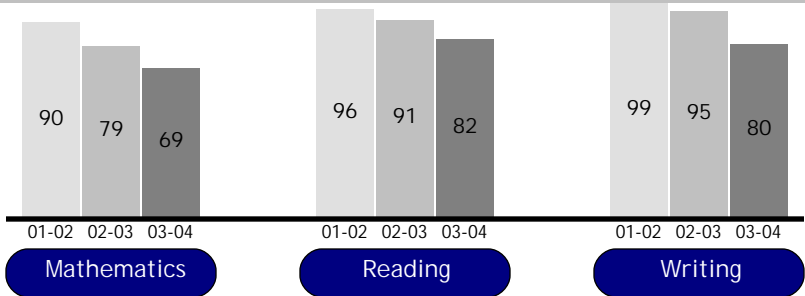
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	3170	74918	100	100	99	497	507	497	26	22	32	25	18	19	40	42	35	8	18	15
All Students (Prior Year)	92	2981	71100	97	99	99	506	510	502	16	17	25	21	19	21	51	46	40	12	18	15
Female	49	1566	36805	100	100	99	501	510	501	24	19	28	24	19	19	42	45	37	9	18	16
Male	41	1599	37936	100	100	99	492	504	493	28	26	35	26	18	18	38	38	33	8	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	14	634	26645	100	100	98	482	495	478	42	32	46	17	20	20	42	34	27	0	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	NC	37	4729	NC	90	98	NC	494	468	NC	34	57	NC	20	19	NC	34	19	NC	11	4
White	70	2236	37773	100	100	99	499	511	511	22	18	20	27	18	18	42	44	41	9	19	21
Students with Disabilities	NC	358	8801	NC	100	100	NC	455	448	NC	72	75	NC	14	13	NC	11	10	NC	3	2
Students without Disabilities	86	2812	66117	100	99	99	497	512	501	26	18	28	25	19	19	40	44	37	8	19	16
Limited English Proficient Students	NC	122	11706	NC	100	100	NC	441	454	NC	80	71	NC	18	16	NC	2	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	20	628	29785				492	490	477	47	36	47	18	23	20	24	32	26	12	9	6
Non-Economically Disadvantaged	70	2542	45115				498	511	508	21	19	23	27	17	18	45	44	39	7	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	3170	74503	100	100	99	518	522	491	8	4	9	17	22	32	64	61	51	11	12	8
All Students (Prior Year)	86	2940	69001	91	97	96	492	499	490	14	11	17	42	35	37	41	53	45	3	1	1
Female	49	1566	36686	100	100	99	541	535	506	4	3	5	4	17	29	76	66	57	16	14	9
Male	41	1598	37644	100	100	98	491	509	476	13	6	13	31	28	36	51	56	45	5	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	14	634	26500	100	100	97	513	510	467	0	6	13	25	27	39	75	56	44	0	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	NC	37	4695	NC	90	97	NC	507	464	NC	3	14	NC	29	39	NC	62	44	NC	6	3
White	70	2235	37606	100	100	99	520	526	508	10	4	6	15	21	28	61	63	56	13	12	10
Students with Disabilities	NC	359	8662	NC	100	100	NC	437	409	NC	24	37	NC	42	42	NC	32	20	NC	2	1
Students without Disabilities	86	2811	65841	100	99	98	518	530	499	8	3	7	17	21	32	64	64	53	11	13	8
Limited English Proficient Students	NC	122	11608	NC	100	100	NC	453	430	NC	18	23	NC	40	47	NC	40	28	NC	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	20	629	29587				495	504	465	12	6	14	18	27	40	65	59	43	6	7	4
Non-Economically Disadvantaged	70	2541	44898				524	526	507	7	4	7	16	21	28	64	62	55	12	13	10

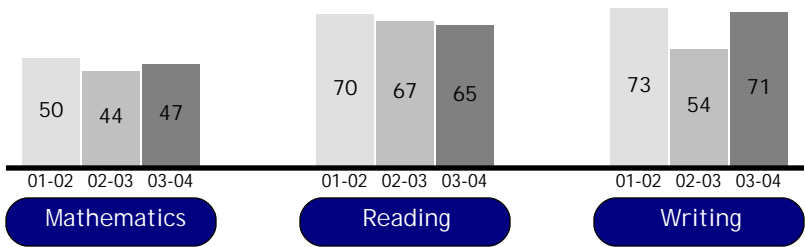
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

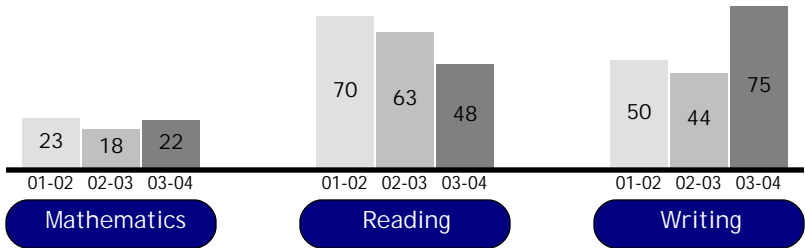
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	62	58	44	78	57	62	50	100	63	NA	58
	Language	89	59	56	39	95	50	57	43	100	52	60	50
	Mathematics	89	59	68	52	92	65	71	57	100	58	72	64
3	Reading	91	62	55	43	99	66	58	47	100	59	NA	55
	Language	91	71	64	50	99	69	66	54	100	66	70	61
	Mathematics	91	71	65	50	99	71	67	54	100	63	71	61
4	Reading	90	64	59	47	100	64	63	52	100	59	NA	56
	Language	90	59	57	45	97	61	59	48	100	48	60	52
	Mathematics	90	68	66	52	99	69	67	57	100	62	69	61
5	Reading	92	58	55	46	98	69	61	50	100	58	NA	55
	Language	92	54	51	43	98	59	56	46	100	49	56	49
	Mathematics	91	66	63	54	99	69	67	57	100	67	67	63
6	Reading	99	61	60	49	100	66	63	53	99	67	NA	56
	Language	99	54	54	42	99	60	58	45	98	59	60	48
	Mathematics	99	71	70	58	100	79	73	62	98	75	75	66
7	Reading	98	60	60	48	100	68	63	51	96	64	NA	54
	Language	99	63	64	51	98	72	69	54	96	65	67	58
	Mathematics	98	63	68	54	100	67	70	58	96	68	68	62
8	Reading	99	56	61	49	99	59	62	53	99	55	NA	55
	Language	99	65	60	46	99	55	62	49	99	59	64	52
	Mathematics	99	68	67	54	99	63	66	58	100	61	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 1 Teacher(s)
 3 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Community Involvement
 Ü Parent/Educator Relations
 Ü School Safety Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	1
4 to 6 years	7	0	0	0
7 to 9 years	2	0	0	0
10 or more years	22	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 30
 Core academic classes taught by Highly Qualified (NCLB) teachers. 101
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

Ü 7th/8th Grade Tech Lab
 Ü K-6 Technology Lab

Extracurricular Activities

Ü Student Council
 Ü Sports
 Ü Support Group
 Ü National Junior Honor Society

Social Services

Ü Breakfast/Lunch Programs
 Ü Community Meetings
 Ü Recreational Activities

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Top 10 Middle School in Stanford 9 scores for language as reported by Phoenix Magazine.

ü Received North Central Association accreditation for outstanding goals being met in reading, math and language.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	75	64
Grades 3-4	67	61
Grades 4-5	72	69
Grades 5-6	72	85
Grades 6-7	64	54
Grades 7-8	58	71

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Pioneer Elementary School promotes a safe, orderly and positive school climate by implementing the following programs and activities: Safe route to school, Character Counts, Second Step, Bullies and Victims, Crisis Management Plan, Site Council and Student of the Month.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Jim Cummings	(623) 486-6000
Transportation Policy	Larry Fahy	(623) 486-6000
Community Resources	Brenda LoPresto	(623) 412-4550
School Nutrition Programs	Willie Gentry	(623) 486-6000
Parent Organization	Dr. Leslie Siegel	(623) 412-4550
Student Health/Nurse	Miriam Durgut, R.N.	(623) 412-4550

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.